

How we teach Writing at Belmont School

Intent:

Our Writing curriculum is designed to teach writing through a range of stimuli including texts, visual prompts and meaningful real-life and first-hand experiences which will excite and engage the pupils. Our curriculum will:

- Immerse pupils in discussions which will generate rich vocabulary that will be applied in their writing pieces.
- Offer exciting opportunities to develop and apply writing skills across the curriculum, creating inspiring writing pieces in all areas of the curriculum
- Teach spellings in a progressive way allowing children to learn spelling rules, exceptions and irregular spellings.
- Teach handwriting to develop legibility and fluidity and to encourage all children to take pride in the presentation of their work, regardless of discipline.
- Support pupils to reflect upon their writing, edit and improve

Implementation:

At Belmont School we teach our English by following the Literary Curriculum (Literacy Tree). The Literary Curriculum from the Literacy Tree is a complete, thematic approach to the teaching of primary English that places children's literature at its core. As a whole-school approach, children explore 115 literary texts and experience at least 90 unique significant authors as they move through the school. By placing books at the core, we are allowing teachers to use the text as the context for the requirements of the National Curriculum.

Our writing opportunities will be meaningful; whether short or long and the audience is clear. Books offer this opportunity: children have real reasons to write, whether to explain, persuade, inform or instruct and that where possible, this can be embedded within text or linked to a curriculum area. Writing in role using a range of genres is key to our approach as is writing a critique of the text and making comparisons – all writing skills that will support children in preparation for their time in secondary school. Over their time at the school, children will read and write a variety of fiction and nonfiction texts, including recounts, news reports, explanation texts, poems, plays and stories of all kinds. We use drama, role-play, storytelling and discussion to engage the imagination, before moving on to vocabulary exploration, sentence craft and creative writing.

We teach English as whole class lessons, so that all children have access to the age-related skills and knowledge contained in the National Curriculum. Within lessons, teachers and teaching assistants target support for identified pupils to enable them to achieve at an age-related level wherever possible. This may involve a greater level of scaffolding and access to additional support materials such as Word Banks or a greater level of modelling. Pupils who are demonstrating mastery are given opportunities to extend their writing in a variety of ways, including through showing greater control in their writing, a deeper understanding of the impact that their writing has on the reader and by using a higher level of vocabulary and grammar features. Children will experience aspects of the National Curriculum within each phase on multiple occasions, to allow for a range of audience and purpose, and the embedding knowledge and skills.

Impact:

The assessment of writing is ongoing throughout every lesson and cross curricular themes to help teachers with their planning, lesson activities, targeted pupil support and enable appropriate challenge to all children. Pupils will make good progress from their own personal starting points. Pupils are provided with feedback during the lesson personalised to their learning journey, this should provide pupils with a clear understanding of their next steps and always them to edit and improve their learning. Teachers and leaders are to use the writing progression document to inform assessments through a moderation process. In addition, pupil voice is used to enable leaders to assess the impact of writing across all areas of the curriculum.

By the time pupils leave Belmont, they will:

- Have a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules
- Write clearly and coherently across a range of genres applying skills that they have been taught, keeping in consideration the audience and purpose of the writing piece
- Take pride in their presentation and develop a legible, cursive handwriting style.



Writing Progression Map

Progression in Narrative at Belmont

Progression in Narrative Purpose: The purpose of narrative can be defined simply as to tell a story. However, that does not convey the many purposes of stories and the way that they work at different levels. The purpose of a narrator is to make the listener or reader respond in a particular way. Stories are written or told to entertain and enthral an audience. Stories can make us sad, horrify us, make us laugh, make us excited. They create imaginative worlds that can help us understand ourselves and the things around us and take us beyond our own experience. From the earliest times, stories have been a part of the way that people have explained their world, passed on their beliefs and memories and entertained one another.

Narrative is central to learning, especially for young children who develop their understanding through making up stories about what has happened and what might happen. Children use narrative to organise their ideas, structure their thinking and, ultimately, their writing. Telling and writing stories is not simply a set of skills for children to learn, but an essential means for them to express themselves in creative and imaginative ways.

	Nursery	Reception
What pupils will need to know by the end of the year:	<ul style="list-style-type: none"> • Makes up stories, play scenarios, and drawings in response to experiences, such as outings • Sometimes gives meaning to their drawings and paintings • Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves • Includes mark making and early writing in their play • Imitates adults’ writing by making continuous lines of shapes and symbols (early writing) from left to right • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes • Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words 	<ul style="list-style-type: none"> • Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats • Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology • Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together • Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name • Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences <p>Early Learning Goal</p>

		<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed • Spell words by identifying sounds in them and representing the sounds with a letter or letters • Write simple phrases and sentences that can be read by others
Vocabulary	<p>Book story page picture letter turn text cover library character pencil crayon paintbrush line trace copy write</p>	<p>Book story page picture letter turn text cover library character setting beginning middle end word caption sentence phoneme grapheme digraph trigraph letter list poster instructions question capital letter line trace copy write</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
What pupils will need to know by the end of the year:	<ul style="list-style-type: none"> • Stories are often written in the third person and past tense. • Personal recounts and retellings often use the first person and past tense. • Use of the personal pronoun 'I' to retell personal narratives. • Sentences are demarcated using full-stops, capital letters and finger spaces. • Use of exclamation marks. • Question marks can be used to form questions. 	<ul style="list-style-type: none"> • Consolidate that stories are often written in the third person and past tense. • Secure understanding about personal retellings. • Embed sentence basic sentence punctuation. • Reinforce use of exclamation marks and question marks. • Introduce rhetorical questions. • Use conjunctions to join ideas and enable subordination of ideas. • Use adjectives to compare. 	<ul style="list-style-type: none"> • Consolidate the use of noun phrases and verbs. • Adverbs should be chosen for effect. • Use of conjunctions to enable causation. • Adverbs are used for denoting shifts in time and for structuring. • Using prepositions enables the passing of time. • Varied use of nouns and pronouns. • Present perfect form of verbs can be used within dialogue or a character's thoughts. 	<ul style="list-style-type: none"> • Reinforce that conjunctions enables causation (so, because, as a result of..) • Consolidate the use of verbs and adverbs for effect. • Vary use of nouns and pronouns. • Organise work in paragraphs on a theme. • Standard English forms of verb inflections are used instead of local spoken forms. • Adverbials creates cohesion within and across paragraphs. 	<ul style="list-style-type: none"> • Opportunities for the use of the past perfect and past perfect progressive forms. • Adverbials can be used to create cohesion within and across paragraphs. • Modals can be used to suggest degrees of possibility • Adverbs of possibility can be used. • Parenthesis can be used to add additional information through the use of brackets, dashes or commas. • Relative clauses. 	<ul style="list-style-type: none"> • By writing for a specified audience and with a particular purpose in mind. • The passive voice can be used. • Writers may use conditional forms. • Past perfect progressive forms can be used to indicate specific points in time. • Create cohesion across paragraphs. • Use colons, semi-colons and dashes.

	<ul style="list-style-type: none"> Use conjunctions and to join ideas. <p>Words are separated by spaces</p>	<ul style="list-style-type: none"> Noun phrases to be used to create effective descriptions. Use past progressive form of verbs. Verbs should be chosen for effect. Apostrophes used for possession and contraction. Commas can be used to separate lists and adjectives in expanded noun phrases. 	<ul style="list-style-type: none"> Inverted commas can be used to punctuate direct speech. Paragraphs are useful for organising. Headings and subheadings can be used to indicate sections in the narrative. 	<ul style="list-style-type: none"> Fronted adverbials. Effective use of expanded noun phrases modified with preposition. E.g. The massive, terrifying dragon hiding inside the cave. The full range of speech punctuation can be used. Apostrophes can be used to indicate plural possession. 		
Narrative text types:	<ul style="list-style-type: none"> Stories that use predictable and patterned language Retellings of stories heard and read Telling a story from a first-person narrative (e.g. diaries and letters) 	<ul style="list-style-type: none"> Traditional and/or folk tales Fairy tales Stories set in familiar settings Retelling simple stories in different ways (extending the narrative; using technology; rewriting narrative poems as prose, turning prose into a script or vice versa etc.) Stories with dilemmas 	<ul style="list-style-type: none"> Modifying well-known stories (changing a character; amending the ending; changing the setting etc.) Narratives retold from another perspective (e.g. form the point of view of a different character) Retelling simple stories in different ways (extending the narrative; using technology; rewriting narrative poems as prose, turning prose into a script or vice versa etc.) Adventure stories 	<ul style="list-style-type: none"> Myths and legends Stories from different cultures Retelling simple stories in different ways (extending the narrative; using technology; rewriting narrative poems as prose, turning prose into a script or vice versa etc.) Stories with morals or fables 	<ul style="list-style-type: none"> Retelling simple stories in different ways (extending the narrative; using technology; rewriting narrative poems as prose, turning prose into a script or vice versa etc.) Stories set in historical contexts Stories told as playscripts Science fiction stories Mystery stories 	<ul style="list-style-type: none"> Retelling simple stories in different ways (extending the narrative; using technology; rewriting narrative poems as prose, turning prose into a script or vice versa etc.) Stories with flashbacks Stories set in fantasy words Scary stories
Word classes	<p><u>Noun</u> Capital letters for Pronouns- names, places, days of the week.</p>	<p><u>Verbs</u> Correct and consistent use of past and present tense.</p> <p><u>Conjunctions/ Connective</u></p>	<p><u>Noun</u> Form nouns using prefixes: supermarket, autograph, anticlockwise.</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion.</p> <p><u>Verbs/ Adverbs</u></p>	<p><u>Verbs</u> Use modal verbs: should, might, could, will, must. Prefixes for verbs; dis, de, mis, over, ise, ify.</p>	<p><u>Noun</u> Complex noun phrases used to add detail e.g. The distinctive sapphire</p>

	<p>Use regular plural suffix for nouns (s or es) e.g. dogs and wishes.</p> <p><u>Verbs/ Tense</u> Use suffixes where no change is needed for the root verb (helping, helper, helped). -ed for past tense -un suffix to change the meaning of verbs/adjectives (unkind, undoing)</p> <p><u>Adjectives</u> Range of adjectives to relate to size e.g. small, big. Range of adjectives used to describe physical appearance and ranges of emotions.</p> <p><u>Conjunctions/ Connectives</u> And, so, when, if, that, because, but, then, or</p> <p><u>Pronouns:</u> I, she, he, they.</p> <p><u>Prepositions:</u> up, down, in, into, out, to, onto.</p> <p><u>Time conjunctions:</u> first, then, next</p>	<p>when, if, that, because, or, and, who, because but.</p> <p><u>Adjectives/ Adverbs</u> ‘ly’ added to adjective to form adverb: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully</p> <p><u>Time connectives:</u> after, after that, at that moment, by next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise</p>	<p>Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs used in dialogue. Correct and consistent use of past and present tense. shouted/muttered</p> <p><u>Conjunctions/ Connectives</u> Express time and cause: when, so, before, after, while, because, also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as</p> <p><u>Adverbs</u> Express time and cause; then, next, soon, very, rather, slightly, angrily, quietly</p> <p><u>Prepositions:</u> before, after, during, after, before, in, because of...</p>	<p>He was/ They were/ we did</p> <p><u>Adjectives</u> Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. The young teacher with the curly hair...</p> <p><u>Conjunctions/ Connectives</u> When, before, after, while, so, because, although, until, in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually</p> <p><u>Tense</u> Correct use of past and present tense.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials: During the night, In a distant field, Comma after fronted adverbials.</p>	<p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Connectives/conjunctions</u> Consolidate previous learning and use ability appropriate connectives/conjunctions.</p> <p><u>Tense</u> Past progressive tense: had tried, had hidden Past perfect progressive form: had been searching, had been hoping.</p> <p><u>Adverbs</u> Adverbs of possibility: probably, definitely.</p> <p>Adverbials of time, place and number: therefore, however</p>	<p>ring is slowly removed from her slender hand.</p> <p><u>Verbs</u> Establish the use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Connectives/conjunctions</u> Consolidate previous learning and use ability appropriate connectives/conjunctions.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs:</u> Link ideas across a text using cohesive devices such as adverbials. Fronted adverbials used to clarify writer’s position e.g. As a consequence of his selfish actions...</p>
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	Once upon a time, one day, happily ever after.					
Punctuation	<ul style="list-style-type: none"> • Begin to use full stops. • Begin to use exclamation marks to indicate emotions such as surprise or shock. • Capital letters for start of sentence, names, personal pronouns. • Read words with contractions. • Question marks are used to demarcate questions • Use a comma to separate two adjectives 	<ul style="list-style-type: none"> • Use spaces that reflect the size of the letters. • Use full stops correctly. • Use question marks correctly. • Use exclamation marks correctly. • Use capital letters correctly. • Apostrophes for contractions. • Possessive apostrophes for singular nouns. • Commas to separate items in lists. 	<ul style="list-style-type: none"> • Introduce possessive apostrophes for plural nouns. • Introduce inverted commas. 	<ul style="list-style-type: none"> • Apostrophe to mark singular and plural possession. • Commas after fronted adverbials. • Use inverted commas and other punctuation to indicate direct speech. 	<ul style="list-style-type: none"> • Consolidate all previous learning. • Introduce: Brackets, Dashes, Colons, Ellipse and Semi colons. 	<ul style="list-style-type: none"> • Use a wide range of punctuation throughout the writing. • Colons, semi-colons and dashes can be used to separate and link ideas.
Text structure	<ul style="list-style-type: none"> • Beginning or end of narrative signalled e.g. one day. • Ideas grouped together for similarity. • Attempts at third person writing. • Written in the appropriate tense. 	<ul style="list-style-type: none"> • Sentences organised chronologically indicated by time related words e.g. finally • Divisions in narrative may be marked by sections/paragraphs • Connections between sentences make reference to characters e.g. Peter and Jane/ they • Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent 	<ul style="list-style-type: none"> • Time and place are referenced to guide the reader through the text e.g. in the morning • Organised into paragraphs e.g. When she arrived at the bear's house.. • Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her 	<ul style="list-style-type: none"> • Link between opening and resolution • Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood angry mother, disheartened Jack • Paragraphs organised correctly to build up to key event • Repetition avoided through using different sentence structures and ellipsis • Begin to introduce DADWAVERS. 	<ul style="list-style-type: none"> • Sequence of plot may be disrupted for effect e.g. flashback • Opening and resolution shape the story • Structural features of narrative are included e.g. repetition for effect • Paragraphs varied in length and structure. • Pronouns used to hide the doer of the action e.g. it crept into the woods • Consolidate the use of DADWAVERS. 	<ul style="list-style-type: none"> • The story is well constructed and raises intrigue. • Dialogue is used to move the action on to heighten empathy for central character • Deliberate ambiguity is set up in the mind of the reader until later in the text • Use DADWAVERS

		events e.g. as they were waiting				
Sentences	<ul style="list-style-type: none"> • Simple sentences, starting with a pronoun and a verb. • Simple conjunction is used to construct simple sentences. • Noun phrases are evident, e.g. The dragon... and expanded using description. E.g the blue butterfly, the man in the moon. • Sentences are sequenced to create short narratives • Use subordinating conjunctions (when, if, that, because) 	<ul style="list-style-type: none"> • Subject/verb sentences • Simple connectives to link clauses • Speech-like expressions in dialogue e.g. Chill out! • Use simple adverbs • Use simple expanded noun phrases e.g. The massive dragon 	<ul style="list-style-type: none"> • Simple sentences with extra description. • Some complex sentences. • Tense consistent e.g. typically past tense for narration, present tense in dialogue • Dialogue is realistic and conversational in style, using inverted commas to punctuate. • Expand noun phrases further, e.g. The massive, terrifying dragon 	<ul style="list-style-type: none"> • Variation in sentence structures. • Use embedded/relative clauses e.g. Marcus, who grinned slyly at the teacher,.... • Include adverbs to show how often or add subtlety of meaning • Tense changes appropriate; verbs may refer to continuous action e.g. will be thinking • Indirect and direct speech used. Direct speech punctuated with inverted commas and reporting clause correctly. 	<ul style="list-style-type: none"> • Sentence length varied. • Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer • Embedded subordinate clauses are used for economy or emphasis. • Figurative language used to build description (sometimes clichéd) e.g. the crowd charged like bulls • Repetition is used for effect e.g. the boys ran and ran until they could run no more. • Relative clauses can be used to add further information, e.g. the witch, who was ugly and green,...The treasure, which had been buried in a chest... this should include the use of commas when required. • Parenthesis used to add additional information through the use of brackets, 	<ul style="list-style-type: none"> • Viewpoint is well controlled and precise e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp. • Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally • Sentence length and type varied according to purpose. • Figurative language used to build up description e.g. everyone charged like a deer pack under threat • Prepositional phrases used cleverly. e.g. In the messy scramble for the bag

					dashes or commas e.g. using brackets for stage instructions in a playscript.	
Planning and preparation	<ul style="list-style-type: none"> • Listen to stories and narrative texts that use the features required for the writing. • Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. • Make plans and props based on the story or narrative that has been shared. • Recognise and use 'story language' e.g. Once upon a time, later that day, happily ever after etc. • Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities. • Think, say and write sentences to tell the story or narrative in their own words. <p>Re-read stories to check they make sense.</p>	<ul style="list-style-type: none"> • Consolidate Year 1 planning and preparation. • Make use of ideas from reading, e.g. using repetition to create an effect. • Write narratives using their plans. • Edit, proofread and amend their writing based on their own thoughts and teachers. • Reread completed narratives aloud, for example, to a partner, small group or the teacher. 	<ul style="list-style-type: none"> • Read stories and narrative texts that use the features required for the writing. • Make plans that include a limited number of characters and describe a few key details that show something about their personalities, considering the audience. • Recognise and use narrative language e.g. On a cold Winter's day, Dear Diary, And after all that... etc. • Compose and rehearse sentences or parts of stories orally to check for sense. • Embedded the use of ideas from reading, e.g. using repetition to create an effect. • Try to show rather than tell, for example, show how a character feels by what they say or do. • Write narratives using their plans. • Consolidate the skill of reread completed narratives aloud, e.g. to a partner, small group. • Edit, proofread and amend their writing based 	<ul style="list-style-type: none"> • Consolidate Year 3 planning and preparation. • Make plans that include key events, being sure that all the events lead towards the ending. • Make use of ideas from reading, e.g. using adverbial phrases to describe settings and characters or rhetorical questions to engage the reader. • Write narratives using their plans. • Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers. • Reread completed narratives aloud, e.g. to a partner, small group. 	<ul style="list-style-type: none"> • Show how the main character has developed as a result of the narrative. • Consolidate editing, proofreading and amending their writing based on their own thoughts and those of their peers and teachers. • Read their completed narratives to other children. 	<ul style="list-style-type: none"> • Make use of ideas from reading, e.g. using short and long sentences for different effects. • Use all the senses when imagining and then describing the setting, for example, include the weather, season, time of day. • Show how the main character has developed as a result of the narrative. • For editing and reading aloud see Year 5.

on their own thoughts and teachers.



Progression in Non-Fiction at Belmont

Non-fiction

Non-fiction texts are wide ranging and occur in many forms in everyday life. The following tables and supporting guidance select the most common forms of non-fiction. Many non-fiction texts in real life blur the boundaries between text types and their features. The most common language features are listed for each text type but variants of all text types occur, especially when they are used in combination. The features listed are often but not always present.

Discussion/Balanced Argument writing at Belmont

Progression in discussion texts

Discussion texts are not limited to controversial issues but polarised views are generally used to teach this text type as this makes it easier to teach children how to present different viewpoints and provide evidence for them. Discussions contrast with persuasion texts which generally only develop one viewpoint and may present a biased view, often the writer's own. Like all text types, discussion texts vary widely and elements of discussion writing are often found within other text types.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Purpose:	To present a reasoned and balanced overview of an issue or controversial topic developed from first person perspective.		To present a reasoned and balanced overview of an issue or controversial topic. Usually aims to provide two or more different views on an issue, each with elaborations, evidence and/ or examples.			
What pupils will need to know by the end of the year:	<ul style="list-style-type: none"> Grouping similar ideas together Consistently write in 1st person 	<ul style="list-style-type: none"> Consolidate use of 1st person Embed organising ideas into groups Consistent use of present tense Include a brief introduction Rhetorical question used Expanded noun phrases for description e.g. lots of yummy, cold ice-cream Write using correct and consistent tense throughout piece 	<ul style="list-style-type: none"> Develop a clear Introduction Include a conclusion to end the text Use present perfect form of verbs Control the use of pronouns and nouns avoiding repetition Consistent tenses using modal verbs Use conjunctive adverbials Heading and subheadings used to aid presentation Organise ideas into paragraphs 	<ul style="list-style-type: none"> Embed the use of a clear introduction and conclusion. Effective use of noun phrases using adjectives that are factual and express opinion. Introduce relative clauses using 'that', 'who' and 'where'. Use of paragraphs to organise ideas. Link between key ideas in and across paragraphs. Layout devices such as diagrams. 	<ul style="list-style-type: none"> Use a developed introduction and conclusion. Create cohesion within paragraphs using adverbials. Use layout devices to provide additional information and guide the reader. Prioritisation of information. Different viewpoints provided. Emotive Language used throughout. Embed effective use of noun phrases using 	<ul style="list-style-type: none"> Use a range of techniques to create cohesion across paragraphs. Use the passive voice to present points of view Adapt degrees of formality and informality to suit the form of the discussion. Use subjunctive form to hypothesise Make formal and informal vocabulary choices. Use semi-colons, colons and dashes.

		<ul style="list-style-type: none"> Write in an impersonal style 	<ul style="list-style-type: none"> Use adverbials Using uncountable noun phrases 	<ul style="list-style-type: none"> Embed the use of subheadings. 	<ul style="list-style-type: none"> adjectives that are factual, express opinion and comparative or contrasting. 	
Text type	<ul style="list-style-type: none"> Radio show Interviews 	<ul style="list-style-type: none"> Participate in class discussions (debate) Interviews 	<ul style="list-style-type: none"> Non-fiction book on an 'issues' e.g. 'Why should I recycle?' Write-up a debate Leaflet or article giving balanced account of an issue 	<ul style="list-style-type: none"> Writing letters about pollution, factory farming or smoking 	<ul style="list-style-type: none"> Writing essays giving opinions about literature, music or works of art 	<ul style="list-style-type: none"> Writing editorials about historical attitudes to gender, social class, colonialism etc.
Word Classes	<p><u>Noun</u> Capital letters for Pronouns- names, places, days of the week. Regular plural nouns with 'er' e.g. cricketer, trumpeter.</p> <p><u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Connectives/conjunctions</u> and, then, but, because, then, so.</p>	<p><u>Noun</u> Form nouns using suffixes and compounding e.g. kindness and reader.</p> <p><u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Modal Verbs: could, should, would</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Connectives/conjunctions</u> Subordination – when, if, that, because coordination – or, and, but.</p>	<p><u>Noun</u> Form nouns using prefixes (un-, dis-, mis-, in-, il-, im-, ir-, super-, auto-, anti-) e.g. supermarket, autograph</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the' Have/has taken Have/has ridden Modal Verbs: could/might</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because, if, as)</p> <p><u>Tense</u></p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><u>Verbs</u> Standard English forms for verbs.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Correct use of past and present tense.</p> <p><u>Adverbs</u></p>	<p><u>Noun</u> Locate and identify expanded noun phrases.</p> <p><u>Verbs</u> Use modal verbs. Use prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Emotive language: appalling, blessed, concealed, repulsive, tremendous, vile</p> <p><u>Connectives/conjunctions</u> Wide range of subordinate connectives e.g. whilst, until, despite.</p> <p><u>Tense</u></p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely.</p> <p><u>Verbs</u> Use modal verbs. Recognise and use verb prefixes [for example, dis-, de-, mis-, over- and re-] Convert adjectives or nouns into verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u></p>

	<p><u>Tense</u> Simple past tense 'ed'.</p> <p><u>Sentence openers</u> Some people like... Some people feel... Some people believe... Other people like... Other people feel... Other people believe...</p>	<p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> 'ly' added to adjective to form adverb. Simple adverbs: Yesterday, last week</p> <p><u>Sentence openers</u> I am going to... In fact... It seems... To sum this up... The opposite view of this is... Not everyone agrees with this...</p>	<p>Correct and consistent use of past and present tense. Modal verbs: could/might</p> <p><u>Adverbs</u> Introduce adverbs. Express time and cause; then, next, soon. Adverbials: However, therefore, Nonetheless, Undoubtedly</p> <p><u>Sentence openers</u> I will begin by... Maybe... Firstly... Many people are concerned that... I wonder... Sometimes... It could be argued that... Therefore... My overall feeling/opinion is... An example of this is.... It is clear that...</p>	<p>Know what an adverbial phrase is. Revise adverbs. Fronted adverbials. Comma after fronted adverbials. Adverbials: additionally, frequently, rarely.</p> <p><u>Sentence openers</u> This piece of writing will... ...feel convinced... I intend to... On the other hand... In addition... It is surprising that... On balance... Finally I would like to add... My next point concerns... Furthermore... Having looked at both sides, I think...because... Having considered the arguments for and against... Whilst...</p>	<p>Change tense according to text type.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials. Adverbials of time, place and number.</p> <p><u>Sentence openers</u> It strikes me that... My intention is to... To do this I will... As I see it... It appears to me... Naturally... It is precisely because.... Subsequently... Doubtless... Nevertheless... In stark contrast...Contrary to this position... It would seem logical... Let us consider the impact... In conclusion... The evidence presented leads me to conclude...</p>	<p>Change tense according to text type.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials</p> <p><u>Prepositional phrases</u> In the event of a blackout... In the forefront of... In its infancy... In moderation...</p> <p><u>Sentence openers</u> I will present... Following that I will... One argument for this is that... ...fundamentally flawed... ...an easy answer that avoids... I would counter this view... It seems plausible to... Moreover... In point of fact... The evidence I would use to support this is... It surprises me that... It is my conviction... Finally I would like to add... Even though there has been a long history of activists...</p>
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Punctuation	<ul style="list-style-type: none"> • Begin to use full stops. • Begin to use exclamation marks. • Capital letters for start of sentence, names, personal pronouns. • Read words with contractions 	<ul style="list-style-type: none"> • Use full stops correctly. • Use question marks correctly. • Use exclamation marks correctly. • Apostrophes for contractions. • Possessive apostrophes for singular nouns. • Commas to separate items in lists. 	<ul style="list-style-type: none"> • Introduce possessive apostrophes for plural nouns. • Introduce inverted commas. 	<ul style="list-style-type: none"> • Apostrophe to mark singular and plural possession. • Commas after fronted adverbials. • Use correct punctuation for direct speech. 	<ul style="list-style-type: none"> • Consolidate all previous learning. • Introduce: Brackets, Dashes Semi colons. 	<ul style="list-style-type: none"> • Use a wide range of punctuation throughout the writing.
Text structure	<ul style="list-style-type: none"> • Ideas are grouped together for similarity. • Writes in first person. 	<ul style="list-style-type: none"> • Brief introduction and conclusion. • Written with an impersonal style. • Main ideas organised in groups. 	<ul style="list-style-type: none"> • Clear introduction. • Points about subject/issue • Organised into paragraphs. • Sub-heading used to organise texts. 	<ul style="list-style-type: none"> • Clear introduction and conclusion. • Links between key ideas in the letter. • Paragraphs organised correctly into key ideas. • Subheadings • Topic sentences 	<ul style="list-style-type: none"> • Developed introduction and conclusion using all the argument or leaflet layout features. • Paragraphs developed with prioritised information. • Both viewpoints are transparent for reader. • Emotive language used throughout to engage the reader. 	<ul style="list-style-type: none"> • Arguments are well constructed that answer the reader's questions. • The writer understands the impact of the emotive language and thinks about the response. • Information is prioritised according to the writer's point of view.
Sentences	<ul style="list-style-type: none"> • Simple connectives are used to construct simple sentences e.g. and, but, then, so. 	<ul style="list-style-type: none"> • Subject/verb sentences e.g. He was... They were... It happened... • Use simple phrases e.g. angry mum • Uses rhetorical questions. • Uses ambitious adjectives to grab the reader's attention. 	<ul style="list-style-type: none"> • Simple sentences with extra description. • Some complex sentences using when, if, as etc. • Use adverbials within a sentence • Start sentences with verbs e.g. imagine, consider, enjoy. 	<ul style="list-style-type: none"> • Variation in sentence structures e.g. While we were at the park... As we arrived... • Use embedded/ relative clauses e.g. Mrs Holt, who was very angry... The angry mob, who had broken the barricade... • Include adverbs to show how often 	<ul style="list-style-type: none"> • Sentence length varied e.g short/long. • Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. • Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all 	<ul style="list-style-type: none"> • Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against... • Sentence length and type varied according to purpose. • Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions...

				something has been completed. <ul style="list-style-type: none"> • More complicated rhetorical questions e.g. Have you ever considered the impact of...? 	the passengers were saved, which was nothing short of a miracle. <ul style="list-style-type: none"> • Persuasive statements are used to change the reader's opinion. E.g. you will never need to... 	<ul style="list-style-type: none"> • Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths...
Planning and preparation	<ul style="list-style-type: none"> • Questions often make good titles e.g. Should everyone travel less to conserve global energy? 	<ul style="list-style-type: none"> • Use the introduction to show why you are debating the issue e.g. There is always a lot of disagreement about x and people's views vary a lot. 	<ul style="list-style-type: none"> • Make sure you show both/all sides of the argument fairly. • Support each viewpoint you present with reasons and evidence. • If you opt to support one particular view in the conclusion, give reasons for your decision • Don't forget that discussion texts can be combined with other text types depending on your • Re-read your explanation as if you know nothing at all about the subject. Check that there are no gaps in the information • Remember that you can adapt explanatory texts or combine them with other text types to make them work effectively for your audience and purpose. 			

Progression in Instruction/procedural or Explanatory texts at Belmont

Like all text types, variants of instructions occur and they can be combined with other text types. They may be visual only (e.g. a series of diagrams with an image for each step in the process) or a combination of words and images. Instructions and procedural texts are found in all areas of the curriculum and include rules for games, recipes, instructions for making something and directions.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Purpose:	Instructional Writing: To ensure something is done effectively and/or correctly with a successful outcome for the participant/s			Explanatory Writing: To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain why something is the way it is		
What pupils will need to know by the end of the year:	<ul style="list-style-type: none"> • Title used to show what the text is for • Written in time order. • Use imperative verbs. • Use subordinating conjunctions 	<ul style="list-style-type: none"> • Embed structural features. • Use of command sentences alongside imperative verbs • Commas in lists 	<ul style="list-style-type: none"> • Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions 	<ul style="list-style-type: none"> • Create cohesion through the use of nouns and pronouns • Use fronted adverbials 	<ul style="list-style-type: none"> • Parenthesis can be used to add additional advice • Relative clauses can be used to add further information 	<ul style="list-style-type: none"> • Adapt degrees of formality and informality to suit the form of the instructions • Create cohesion across the text using a wide of cohesive

	<ul style="list-style-type: none"> Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple instructions can be written. These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1. 		<ul style="list-style-type: none"> Heading and subheadings used to aid presentation 		<ul style="list-style-type: none"> Modals can be used to suggest degrees of possibility Use layout devices to provide additional information and guide the reader 	<p>devices including layout features</p>
Text type	<ul style="list-style-type: none"> How to carry out science experiments or to carry out a mathematical procedure How to play a game Writing rules for behaviour How to cook and prepare food How to design and make artefacts Instructions on packaging Posters, notices and signs Write imaginative instructions using flair and humour. Timetables and route-finders 			<ul style="list-style-type: none"> Explaining electricity, forces, food chains etc. in science Explaining inventions such as the steam train, the causes of historic events such as wars and revolutions, explaining the role of the Nile in determining the seasons in Ancient Egypt Explaining phenomena such as the water cycle or how a volcano erupts in geography Explaining religious traditions and practices in RE Encyclopaedia entries Technical manuals Question and answer articles and leaflets How to carry out science experiments or to carry out a mathematical procedure 		
Word Classes	<p><u>Noun</u> What a noun is. Regular plural nouns with 'er'</p> <p><u>Verbs</u> Third person, first person singular.</p>	<p><u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p><u>Verbs</u></p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p>	<p><u>Noun</u> Locate and identify expanded noun phrases.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify.</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely e.g. The golden pastry can be decorated with smaller pastry petals.</p> <p><u>Verbs</u></p>

<p>Ending added to verbs where there is change to root, e.g. dropping Simple past tense 'ed'</p> <p>-Ending verbs with -ing</p> <p>-Un prefix to change meaning of adjectives and verbs</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Connectives/conjunctions</u> Join words and sentences using and/then, or, but</p> <p>Use subordinating conjunctions (when, if, that, because)</p> <p><u>Tense</u> Simple past tense 'ed'.</p> <p><u>Sentence openers</u> 1, 2, 3, 4, 5 First Next After Cut Move Fold Stir Colour Paint</p> <p><u>Prepositions</u></p>	<p>Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Connectives/conjunctions</u> Subordination – when, if, that, because Coordination – or, and, but.</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> 'ly' added to adjective to form adverb.</p> <p><u>Sentence openers</u> First of all To start with Firstly Lastly Finally Carefully Gently</p>	<p><u>Adjectives</u> Choose appropriate adjectives related to topic.</p> <p><u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Introduce adverbs that do not end in –ly e.g. almost, afterwards, sometimes Express time and cause; then, next, soon.</p> <p><u>Sentence openers</u> Afterwards After that To begin with Begin by Secondly The next step is to With a slow movement With a quick pull Try to</p>	<p><u>Verbs</u> Standard English forms for verbs.</p> <p><u>Adjectives</u> Choose appropriate adjectives related to topic.</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Correct use of past and present tense.</p> <p><u>Adverbs</u> Revise adverbs. Know what an adverbial phrase is. Fronted adverbials: additionally, frequently, rarely. Comma after fronted adverbials</p> <p><u>Sentence openers</u> Continue by... Carry on... Do this until... Stop when... When you have done this...</p>	<p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives related to topic.</p> <p><u>Connectives/conjunctions</u> Subordinating conjunctions: e.g. whilst, until, despite.</p> <p><u>Tense</u> Change tense according to features of the genre. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p> <p><u>Sentence openers</u> Don't forget to.. Be careful of.. Don't worry about.. Concentrate on.. At this point...</p>	<p>Use modal verbs. Recognise and use verb prefixes [for example, dis–, de–, mis–, over– and re–] Convert adjectives or nouns into verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Modifiers: insignificant amount, exceptionally</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials: If the temperature gets too high...</p> <p><u>Sentence openers</u> Whilst that is... Focus on... Try to make sure that... When you do, don't.. I would suggest... Many people at this stage...</p>
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	Use positional language accurately (in, on, under, beside, in front)	Slowly Softly		Try not to.. Avoid..		
Punctuation	<ul style="list-style-type: none"> • Use spaces to separate words. • Begin to use full stops. • Begin to use exclamation marks. • Begin to use exclamation marks. • Capital letters for start of sentence, names, personal pronouns. • Read words with contractions. • Use apostrophes to show singular possession, e.g. the girl's bag • Use bullet points for lists 	<ul style="list-style-type: none"> • Use spaces that reflect the size of the letters. • Use full stops correctly. • Use question marks correctly. • Use exclamation marks correctly. • Use capital letters correctly. • Apostrophes for contractions. • Possessive apostrophes for singular nouns. • Commas to separate items in lists. 	<ul style="list-style-type: none"> • Introduce possessive apostrophes for plural nouns. • Introduce inverted commas. 	<ul style="list-style-type: none"> • Apostrophe to mark singular and plural possession. • Commas after fronted adverbials. • Use inverted commas and other punctuation to indicate direct speech 	<ul style="list-style-type: none"> • Consolidate all previous learning. • Brackets • Dashes • Colons • Semi colons 	Use a wide range of punctuation throughout the writing.
Text structure	<ul style="list-style-type: none"> • Ideas grouped in sentences in time sequence. • Written in the imperative e.g. sift the flour. • Use of numbers or bullet points to signal order. 	<ul style="list-style-type: none"> • A goal is outlined – a statement about what is to be achieved. • Written in sequenced steps to achieve the goal. • Diagrams and illustrations are used to make the process clearer. 	<ul style="list-style-type: none"> • A set of ingredients and equipment needed are outlined clearly. • Organised into clear points denoted by time. 	<ul style="list-style-type: none"> • A set of ingredients and equipment needed are outlined clearly. • Sentences include precautionary advice e.g. Be careful not to over whisk as it will turn into butter. • Friendly tips/suggestions are included to heighten 	<ul style="list-style-type: none"> • Consolidate work from previous learning. • Can write accurate instructions for complicated processes. 	Consolidate work from previous learning.

				the engagement. e.g. This dish is served best with a dash of nutmeg.		
Sentences	<ul style="list-style-type: none"> Simple conjunctions are used to construct simple sentences e.g. and, but, then, so. Imperative verbs start sentences e.g. spread, slice, cut. Sentences do not include pronouns and are written impersonally 	<ul style="list-style-type: none"> Imperative verbs are used to begin sentences. Use simple adverbs e.g. slowly, quickly. Use simple noun phrases e.g. long stick. 	<ul style="list-style-type: none"> Simple sentences with extra description. Some complex sentences using when, if, as etc. Adverbials e.g. When the glue dries, attach the paperclip. 	<ul style="list-style-type: none"> Variation in sentence structures e.g. While the pastry cooks... As the sauce thickens... Include adverbs to show how often. 	<ul style="list-style-type: none"> Sentence length varied e.g. short/long. Wide range of subordinate connectives. 	<ul style="list-style-type: none"> Modifiers are used to intensify or qualify. Sentence length and type varied according to purpose. Fronted adverbials use to clarify writer's position. Complex noun phrases used to add detail. Prepositional phrases used cleverly e.g. In the event of overcooking...
Planning and preparation	<ul style="list-style-type: none"> Use the title to show what the instructions are about. E.g. How to look after goldfish. Work out exactly what sequence is needed to achieve the planned goal. Decide on the important points you need to include at each stage. Keep sentences as short and simple as possible. Say sentences out loud before writing them to check they make sense 			<ul style="list-style-type: none"> Avoid unnecessary adjectives and adverbs or technical words, especially if your readers are young. Appeal directly to the reader's interest and enthusiasm. E.g. You will really enjoy this game. Why not try out this delicious recipe on your friends? Only one more thing left to do now. Use procedural texts within other text types when you need a set of rules, guidelines or instructions to make something really clear for the reader. 		

Progression in persuasive texts at Belmont

Persuasive texts can be written, oral or written to be spoken, e.g. a script for a television advert or presentation. The persuasive intention may be covert and not necessarily recognised by the reader or listener. Texts vary considerably according to context and audience so that persuasion is not always a

distinct text-type that stands alone. Elements of persuasive writing are found in many different texts including moving image texts and digital multimedia texts. Some examples may include evidence of bias and opinion being subtly presented as facts.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Purpose:	To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.					
What pupils will need to know by the end of the year:	<p><i>Question marks are used to denote questions (Y1)</i></p> <ul style="list-style-type: none"> • Use apostrophes for contractions 	<ul style="list-style-type: none"> • Consistent use of present tense • Questions can be used to form titles • Use conjunctions e.g. so...because 	<ul style="list-style-type: none"> • Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions • Heading and subheadings used to aid presentation 	<ul style="list-style-type: none"> • Use fronted adverbials • Use of paragraphs to organise ideas • Create cohesion through the use of nouns and pronouns 	<ul style="list-style-type: none"> • Indicate degrees of possibility using adverbs and modal verbs • Use layout devices to provide additional information and guide the reader • Create cohesion within paragraphs using adverbials • Relative clauses can be used to add further information • Parenthesis can be used to add clarification of technical words 	<ul style="list-style-type: none"> • Adapt degrees of formality and informality to suit the form of the explanation • Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials • The passive voice can be used
Text type		<ul style="list-style-type: none"> • Writing publicity materials such as tourist brochures based on trips to places of interest • Creating posters and leaflets about issues such as bullying, stranger danger • Creating posters about healthy living 		<ul style="list-style-type: none"> • Creating posters and leaflets about issues such as bullying, stranger danger • Writing letters about topics such as traffic on the high street or deforestations • Creating posters, articles and leaflets promoting healthy living based on science work about teeth and nutrition • Creating posters, articles and leaflets promoting healthy living 		<ul style="list-style-type: none"> • Writing editorials to newspapers about controversial issues • Creating posters and leaflets about issues such as substance abuse • Applying for a job or a position on the school council • Political pamphlets

				<p>based on science work about teeth and nutrition</p> <ul style="list-style-type: none"> • Writing book reviews for other pupils • Book blurbs 		
Word Classes	<p><u>Noun</u> What a noun is. Regular plural nouns with 'er'</p> <p><u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Connectives/conjunctions</u> Join words and sentences using and/then. Tense Simple past tense 'ed'</p> <p>It was Brilliant Best Exciting The most Super Fantastic Great It will Now you can Try</p>	<p><u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p><u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word: The biggest... The greatest... The longest... The tallest...</p> <p><u>Connectives/conjunctions</u> Subordination – when, if, that, because Coordination – or, and, but.</p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the' Imagine, Consider, Enjoy</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs.</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><u>Verbs</u> Standard English forms for verbs.</p> <p><u>Adjectives</u> Choose appropriate adjectives: tremendous</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Correct use of past and present tense.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials:</p>	<p><u>Noun</u> Locate and identify expanded noun phrases.</p> <p><u>Verbs</u> Use modal verbs: will/would, should/shall, could/can, must/might Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives: unbelievable, outrageous, incredible</p> <p><u>Connectives/conjunctions</u> whilst, until, despite</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Know what an adverbial phrase is.</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives: phenomenal, unique, unmissable Modifiers: insignificant amount, exceptionally</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u></p>

		<p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> 'ly' added to adjective to form adverb.</p> <p><u>Sentence openers</u> I think that... I believe that... Extraordinary... Remarkable...</p>	<p>Express time and cause; then, next, soon.</p> <p><u>Sentence openers</u> Surely Obviously Clearly Firstly Secondly Thirdly Don't you think... My own view is My last point is My final point is</p>	<p>Furthermore,... Extremely significant... Comma after fronted adverbials: Inevitably, ... Finally, ...</p> <p><u>Sentence openers</u> I believe that ... It seems to me that... It is clear that... Is it any wonder that... As I see it... I implore you to consider... In conclusion... In summary... The evidence presented... Have you ever thought about...? Do you think that..? Fed up with...?</p>	<p>Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number: In addition... Furthermore... Moreover...</p> <p><u>Sentence openers</u> It strikes me that... There is no doubt that... I am convinced that... It appears... In my opinion... Surely only a fool would consider... My evidence to support this is... On balance... Just think how... Now you can... For the rest of your life...</p>	<p>Link ideas across a text using cohesive devices such as adverbials: As a consequence of your actions... As everyone knows I cite, for example... I would draw your attention to...</p> <p><u>Sentence openers</u> It appears that... There can be no doubt that... It is critical... Fundamentally... How can anyone believe this to be true? Does anyone really believe that? I would refer to... On the basis of the evidence presented... You will be... Don't... Take a moment to... Isn't it time to...? Worried about...</p>
Punctuation	<ul style="list-style-type: none"> • Use spaces to separate words. • Begin to use full stops. • Begin to use exclamation marks. • Begin to use exclamation marks. 	<ul style="list-style-type: none"> • Use spaces that reflect the size of the letters. • Use full stops correctly. • Use question marks correctly. 	<ul style="list-style-type: none"> • Introduce possessive apostrophes for plural nouns. • Introduce inverted commas. 	<ul style="list-style-type: none"> • Apostrophe to mark singular and plural possession. • Commas after fronted adverbials. • Use inverted commas and other punctuation to 	<ul style="list-style-type: none"> • Consolidate all previous learning. • Brackets • Dashes • Colons • Semi colons 	<p>Use a wide range of punctuation throughout the writing.</p>

	<ul style="list-style-type: none"> Capital letters for start of sentence, names, personal pronouns. Read words with contractions. Use apostrophes for contractions 	<ul style="list-style-type: none"> Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists. 		<p>indicate direct speech.</p>		
Text structure	<p>Ideas are grouped together for similarity. Writes in first person.</p>	<ul style="list-style-type: none"> Writes in first person. Brief introduction and conclusion. Written In the present tense. Main ideas organised in groups for similarity. 	<ul style="list-style-type: none"> Clear introduction Points about subject/issue Organised into paragraphs Sub-heading used to organise texts. 	<ul style="list-style-type: none"> Clear introduction and conclusion Links between key ideas in the letter Paragraphs organised correctly into key ideas. Subheading Topic sentences 	<ul style="list-style-type: none"> Developed introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised information. View point is transparent for reader. Emotive language used throughout to engage the reader. 	<ul style="list-style-type: none"> Arguments are well constructed that answer the reader's questions. The writer understands the impact or the emotive language and thinks about the response. Information is prioritised according to the writer's point of view.
Sentences	<ul style="list-style-type: none"> Simple connectives are used to construct simple sentences e.g. and, but, then, so. 	<ul style="list-style-type: none"> Subject/verb sentences e.g. He was... They were... It happened... Some modal verbs introduced e.g. would, could, should. 	<ul style="list-style-type: none"> Simple sentences with extra description. Some complex sentences using when, if, as etc. 	<ul style="list-style-type: none"> Variation in sentence structures e.g. While we were at the park... As we arrived... Use embedded/relative clauses e.g. Mrs 	<ul style="list-style-type: none"> Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. 	<ul style="list-style-type: none"> Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against...

		<ul style="list-style-type: none"> • Use simple adverbs e.g. yesterday, today. • Use simple noun phrases e.g. red shoes • Uses rhetorical questions. • Uses ambitious adjectives to grab the reader's attention. 	<ul style="list-style-type: none"> • Tense consistent e.g. modal verbs can/will • Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel. • Start sentences with verbs e.g. imagine, consider, enjoy. 	<p>Holt, who was very angry... The tiger, that was pacing...</p> <ul style="list-style-type: none"> • Include adverbs to show how often e.g. additionally, frequently, rarely. • More complicated rhetorical questions e.g. haven't you always longed for a...? 	<p>the café chairs were broken.</p> <ul style="list-style-type: none"> • Wide range of subordinate connectives • Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle. • Persuasive statements are used to change the readers opinion. E.g. you will never need to... 	<ul style="list-style-type: none"> • Modifiers are used to intensify or qualify. • Sentence length and type varied according to purpose. • Fronted adverbials used to clarify writer's position • Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths... • Prepositional phrases used cleverly. e.g. In the event of a blackout...
<p>Planning and preparation</p>		<ul style="list-style-type: none"> • Decide on the viewpoint you want to present and carefully select the information that supports it. • Plan some elaboration/explanation for each key point • Use short sentences for emphasis. 	<ul style="list-style-type: none"> • Plan some elaboration/explanation, evidence and example(s) for each key point but avoid ending up with text that sounds like a list. • Think about counter arguments your reader might come up with and include evidence to make them seem incorrect or irrelevant. • Choose strong, positive words and phrases and avoid sounding negative. 	<ul style="list-style-type: none"> • Try to appear reasonable and use facts rather than emotive comments. • Organise the main points to be made in the best order and decide which persuasive information you will add to support each. • Re-read the text as if you have no opinion and decide if you would be persuaded. • Remember that you can use persuasive writing within other text types. 		

			<ul style="list-style-type: none"> • Re-read the text as if you have no opinion and decide if you would be persuaded. • Remember that you can use persuasive writing within other text types. 	
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Progression in Non-Chronological report texts at Belmont

Non-chronological reports describe things the way they are, so they usually present information in an objective way. Sometimes, the selection of information by the writer can result in a biased report. As with all text types, variants occur and non-chronological reports can be combined with other text types. A text that is essentially a non-chronological report written in the present tense may include other text types such as other types of report, e.g. when a specific example is provided to add detail to a statement. (Sharks are often seen around the coasts of Britain but they rarely attack people. In 2006, a man was surfing in Cornwall when he was badly bitten but it was the only incident recorded there for twenty years.)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Purpose:	To provide detailed information about the way things are or were.			To provide detailed information about the way things are or were. To help readers/listeners understand what is being described by organising or categorising information.		
What pupils will need to know by the end of the year:	<ul style="list-style-type: none"> • Sentences are sequenced to form a short narrative (real or fictional) 	<ul style="list-style-type: none"> • Embed sentence sequences • Write about real events, recording these simply and clearly 	<ul style="list-style-type: none"> • Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions 	<ul style="list-style-type: none"> • Use fronted adverbials • Use of paragraphs to organise ideas 	<ul style="list-style-type: none"> • Indicate degrees of possibility using adverbs and modal verbs • Use layout devices to provide 	<ul style="list-style-type: none"> • Adapt degrees of formality and informality to suit the form of the explanation

	<ul style="list-style-type: none"> Sentences include full stops and capital letters Question marks are used to denote questions Use subordinating conjunctions 	<ul style="list-style-type: none"> Consistent use of present tense Questions can be used to form titles Use conjunctions 	<ul style="list-style-type: none"> Heading and subheadings used to aid presentation 	<ul style="list-style-type: none"> Create cohesion through the use of nouns and pronouns 	<p>additional information and guide the reader</p> <ul style="list-style-type: none"> Create cohesion within paragraphs using adverbials Relative clauses can be used to add further information Parenthesis can be used to add clarification of technical words 	<ul style="list-style-type: none"> Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials The passive voice can be used
Text type	<ul style="list-style-type: none"> Describing aspects of daily life in history (e.g. fashion, transport, buildings) Describing the characteristics of anything (e.g. particular animals or plants; the planets I the solar system, different rocks and materials; mythological creatures) Information leaflets Letters 	<ul style="list-style-type: none"> Describing aspects of daily life in history (e.g. fashion, transport, buildings) Describing the characteristics of anything (e.g. particular animals or plants; the planets I the solar system, different rocks and materials; mythological creatures) Comparing and describing localities or geographical features Describing the characteristics of religious groups and their lifestyles in RE Tourist guidebooks 	<ul style="list-style-type: none"> Describing aspects of daily life in history (e.g. fashion, transport, buildings) Describing the characteristics of anything (e.g. particular animals or plants; the planets I the solar system, different rocks and materials; mythological creatures) Non-fiction books Catalogues Magazine articles Encyclopaedia entries 			
Word Classes	<p><u>Noun</u> What a noun is. Regular plural nouns with 'er'</p> <p><u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Use -ing to end verbs</p>	<p><u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p><u>Verbs</u> Progressive form of verbs in the past and present tense.</p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'</p> <p><u>Adjectives</u></p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><u>Verbs</u></p>	<p><u>Noun</u> Locate and identify expanded noun phrases.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely: e.g. The fragile eggs are slowly removed from the large mother hen.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify.</p>

<p>Simple past tense 'ed' Prefix –un changes the meaning of a word</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Connectives/conjunctions</u> Join words and sentences using and/then/but Use subordinating conjunctions (when, if, that, because)</p> <p><u>Tense</u> Simple past tense 'ed'.</p> <p><u>Sentence openers</u> ___ are... ___ is... They are... The different... This is a ___ There are ___ These can be grouped ___</p> <p><u>Prepositions</u> Use positional language accurately (in, on, under, beside, in front)</p>	<p>Add 'es', 'ed' and 'ing' to verbs.</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Connectives/conjunctions</u> Subordination – when, if, that, because Coordination – or, and, but, so.</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> 'ly' added to adjective to form adverb.</p> <p><u>Sentence openers</u> They like to... They can... It can... Like many I am going to... There are two sorts of... They live in... The ___ have but the ___ have ___</p>	<p>Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u> Express time and cause: when, so, before, after, while, because</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause; then, next, soon</p> <p><u>Sentence openers</u> The following report... They don't... It doesn't... Sometimes... Often... Most...</p>	<p>Standard English forms for verbs.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Correct use of past and present tense.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials: Usually Normally Even though Despite the fact As a rule additionally, frequently, rarely.</p> <p><u>Sentence openers</u> This report will... The following information...</p>	<p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> whilst, until, despite.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number: Firstly I will... Many specialists consider... Some experts believe... This article is designed to...</p> <p><u>Sentence openers</u> The purpose of this report/article is to... The information presented will... It can be difficult, ___ will enable you to understand. Unlike Despite</p>	<p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Modifiers: insignificant amount, exceptionally</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials: As a consequence of their actions... Generally,... Frequently they...</p> <p><u>Sentence openers</u> They are unusually They are rarely They are never... They are very... Be careful if you I will attempt to... This article will frame... It can be difficult to...</p>
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					Although Like many	Each paragraph... More than half... Less than half...
Punctuation	<ul style="list-style-type: none"> • Use spaces to separate words. • Begin to use full stops. • Begin to use exclamation marks. • Begin to use exclamation marks. • Capital letters for start of sentence, names, personal pronouns. • Read words with contractions. • Use apostrophes to show singular possession, e.g. the girl's bag • Use bullet points for lists 	<ul style="list-style-type: none"> • Use spaces that reflect the size of the letters. • Use full stops correctly. • Use question marks correctly. • Use exclamation marks correctly. • Use capital letters correctly. • Apostrophes for contractions. • Possessive apostrophes for singular nouns. • Commas to separate items in lists. 	<ul style="list-style-type: none"> • Introduce possessive apostrophes for plural nouns. • Introduce inverted commas. 	<ul style="list-style-type: none"> • Apostrophe to mark singular and plural possession. • Commas after fronted adverbials. • Use inverted commas and other punctuation to indicate direct speech. 	<ul style="list-style-type: none"> • Consolidate all previous learning • Brackets • Dashes • Colons • Semi colons 	<p>Use a wide range of punctuation throughout the writing.</p>
Text structure	<ul style="list-style-type: none"> • Ideas grouped together for similarity. • Attempts at third person writing. e.g. The man was run over. • Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurus were... 	<ul style="list-style-type: none"> • Brief introduction and conclusion. • Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurus were... . • Main ideas organised in groups. 	<ul style="list-style-type: none"> • Clear introduction • Organised into paragraphs shaped around a key topic sentence. • Use of sub-headings. 	<ul style="list-style-type: none"> • Clear introduction and conclusion. • Links between sentences help to navigate the reader from one idea to the next. • Paragraphs organized correctly into key ideas. • Sub-headings are used to organize 	<ul style="list-style-type: none"> • Developed introduction and conclusion using all the layout features. • Description of the phenomenon is technical and accurate. • Generalised sentences are used to categorise and 	<ul style="list-style-type: none"> • The report is well constructed and answers the reader's questions. • The writer understands the impact and thinks about the response. • Information is prioritised according to importance and a

				information. E.g. Qualities, body parts, behaviour.	sort information for the reader <ul style="list-style-type: none"> • Purpose of the report is to inform the reader and to describe the way things are. • Formal and technical language used throughout to engage the reader. 	frame of response set up for the reply.
Sentences	<ul style="list-style-type: none"> • Simple connectives are used to construct simple sentences e.g. and, but, then, so. • Adverbs are used to start some sentences (one day, so, next, quickly, finally) 	<ul style="list-style-type: none"> • Subject/verb sentences e.g. He was... They were... It happened... • Some modal verbs introduced e.g. would, could, should. • Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. large tiger. 	<ul style="list-style-type: none"> • Simple sentences with extra description. • Some complex sentences using when, if, as etc. • Tense consistent e.g. modal verbs can/will Adverbials e.g. When the caterpillar makes a cocoon... 	<ul style="list-style-type: none"> • Variation in sentence structures e.g. While the eggs hatch female penguins ... • Use embedded/relative clauses e.g. Penguins, which are very agile, • Include adverbs to show how often. • Sentences build from a general idea to more specific. • Use technical vocabulary to show the reader the writer's expertise. 	<ul style="list-style-type: none"> • Sentence length varied e.g. short/long. • Active and passive voice used deliberately to heighten engagement. e.g. The eggs were removed from the beach. • Wide range of subordinate connectives 	<ul style="list-style-type: none"> • Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end. • Modifiers are used to intensify or qualify • Sentence length and type varied according to purpose. • Fronted adverbials use to clarify writers position • Complex noun phrases used to add detail. • Prepositional phrases used cleverly. e.g. In the event of a fire...

Planning and preparation	<ul style="list-style-type: none"> Plan how you will organise the information you want to include, e.g. use paragraph headings, a spidergram or a grid. Consider using a question in the title to interest your reader (Vitamins – why are they so important?). 	<ul style="list-style-type: none"> Gather information from a wide range of sources and collect it under the headings you've planned. Try to find a new way to approach the subject and compose an opening that will attract the reader or capture their interest. Use the opening to make very clear what you are writing about. Include tables, diagrams or images e.g. imported photographs or drawings that add or summarise information. Find ways of making links with your reader. You could ask a direct question e.g. Have you ever heard of a hammerhead shark? or add a personal touch to the text e.g. So next time you choose a pet, think about getting a dog. 	<ul style="list-style-type: none"> Re-read the report as if you know nothing about its subject. Check that information is logically organised and clear. Use other text-types within your report if they will make it more effective for your purpose and audience.
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Progression in recounts at Belmont

Recounts are sometimes referred to as 'accounts'. They are the most common text type we encounter as readers and listeners, not least because they are the basic form of many storytelling texts. Stories and anecdotes can have a range of purposes, frequently depending on the genre being used, and they often set out to achieve a deliberate effect on the reader/listener. In non-fiction texts they are used to provide an account of events. Recounts can be combined with other text types, for example, newspaper reports of an event often consist of a recount that includes elements of explanation.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Purpose:	To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.					
What pupils will need to know by the end of the year:	<ul style="list-style-type: none"> Title of recount Events are in order Time terms used 	<ul style="list-style-type: none"> Consistent use of present tense Questions can be used to form titles Use conjunctions e.g. so...because 	<ul style="list-style-type: none"> Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Heading and subheadings used to aid presentation 	<ul style="list-style-type: none"> Use fronted adverbials Use of paragraphs to organise ideas Create cohesion through the use of nouns and pronouns 	<ul style="list-style-type: none"> Indicate degrees of possibility using adverbs and modal verbs Use layout devices to provide additional information and guide the reader 	<ul style="list-style-type: none"> Adapt degrees of formality and informality to suit the form of the explanation Create cohesion across paragraphs using a wider range of cohesive devices

					<ul style="list-style-type: none"> • Create cohesion within paragraphs using adverbials • Relative clauses can be used to add further information • Parenthesis can be used to add clarification of technical words 	<ul style="list-style-type: none"> • which can include adverbials • The passive voice can be used
Text type	<ul style="list-style-type: none"> • Retelling stories in English lessons and other curriculum areas such as RE • Giving accounts of schoolwork, sporting events, science experiments and trips out • Letters and postcards • Diaries and journals 	<ul style="list-style-type: none"> • Newspaper reports • Magazine articles • Writing historical accounts • Giving accounts of schoolwork, sporting events, science experiments and trips out 			<ul style="list-style-type: none"> • Obituaries • Writing biographies and autobiographies • Writing historical accounts • Encyclopaedia entries 	
Word Classes	<p><u>Noun</u> What a noun is. Regular plural nouns with 'er'</p> <p><u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p>	<p><u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description: large tiger, two small kittens Add 'es' to nouns.</p> <p><u>Verbs</u> Progressive form of verbs in the past and present tense: were/was Add 'es', 'ed' and 'ing' to verbs.</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no</p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u> Express time and cause: when, so, before, after, while, because</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><u>Verbs</u> Standard English forms for verbs.</p> <p><u>Adjectives</u> fabulous, showcase inspired me to....</p> <p><u>Connectives/conjunctions</u></p>	<p><u>Noun</u> Locate and identify expanded noun phrases.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Connectives/conjunctions</u> whilst, until, despite</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely: e.g. The fragile eggs are slowly removed from the large mother hen.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> insignificant amount, exceptionally</p>

	<p><u>Connectives/conjunctions</u> Join words and sentences using and/then.</p> <p><u>Tense</u> Simple past tense 'ed'.</p> <p><u>Sentence openers</u> First... Next... After... Finally... The best part was... The worst part was... I liked... I didn't like...</p>	<p>change is needed to root word.</p> <p><u>Connectives/conjunctions</u> Subordination – when, if, that, because Coordination – or, and, but.</p> <p><u>Tense</u> Correct and consistent use of past and present tense: I went... I saw...</p> <p><u>Adverbs</u> 'ly' added to adjective to form adverb: quickly, slowly, Suddenly...</p> <p><u>Sentence openers</u> Afterwards... After that... When... Just then... Next... Much later... I found it interesting when... I found it boring when... I didn't expect...</p>	<p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause; then, next, soon. Last week... During our school trip... Soon... Meanwhile...</p> <p><u>Sentence openers</u> To begin with I was pleased that... I didn't expect that It was difficult to...</p>	<p>Use a wide range of connectives.</p> <p><u>Tense</u> Correct use of past and present tense.</p> <p><u>Adverbs</u> Know what an adverbial phrase is: additionally, frequently, rarely.</p> <p>Fronted adverbials Comma after fronted adverbials: Later on,... Before long... At that very moment.. At precisely...</p> <p><u>Sentence openers</u> When this was complete... I was gripped by... I felt overwhelmed when... I was personally affected by... This has changed how I feel about...</p>	<p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials: Consequently, ... Subsequently, ... Unlike the rest of the group, I felt... Adverbials of time, place and number: Presently... Meanwhile... <u>Sentence openers</u> As it happened... As a result of... In a flash... In conclusion... The experience overall...</p>	<p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials: Generally Be careful if you Frequently they... <u>Sentence openers</u> They are unusually... They are rarely They are never.. They are very... I will attempt to... This article will frame... It can be difficult to... Each paragraph... More than half Less than half...</p>
Punctuation	<ul style="list-style-type: none"> Use spaces to separate words. 	<ul style="list-style-type: none"> Use spaces that reflect the size of the letters. 	<ul style="list-style-type: none"> Introduce possessive apostrophes for plural nouns. 	<ul style="list-style-type: none"> Apostrophe to mark singular and plural possession. 	<ul style="list-style-type: none"> Consolidate all previous learning. Brackets Dashes 	<ul style="list-style-type: none"> Use a wide range of punctuation throughout the writing.

	<ul style="list-style-type: none"> • Begin to use full stops. Begin to use exclamation marks. • Begin to use exclamation marks. • Capital letters for start of sentence, names, personal pronouns. • Read words with contractions. 	<ul style="list-style-type: none"> • Use full stops correctly. • Use question marks correctly. • Use exclamation marks correctly. • Use capital letters correctly. • Apostrophes for contractions. • Possessive apostrophes for singular nouns. • Commas to separate items in lists. 	<ul style="list-style-type: none"> • Introduce inverted commas. 	<ul style="list-style-type: none"> • Commas after fronted adverbials. • Use inverted commas and other punctuation to indicate direct speech 	<ul style="list-style-type: none"> • Colons • Semi colons 	
Text structure	<ul style="list-style-type: none"> • Ideas grouped together in time sequence. • Written in first person. • Written in the past tense. • Focused on individual or group participants e.g. I, we 	<ul style="list-style-type: none"> • Brief introduction and conclusion. • Written in the past tense • Main ideas organised in groups. • Ideas organised in chronological order using connectives that signal time. 	<ul style="list-style-type: none"> • Clear introduction. • Organised into paragraphs shaped around key events. • A closing statement to summarise the overall impact. 	<ul style="list-style-type: none"> • Clear introduction and conclusion. • Links between sentences help to navigate the reader from one idea to the next. • Paragraphs organised correctly around key events. • Elaboration is used to reveal the writer's emotions and responses. 	<ul style="list-style-type: none"> • Developed introduction and conclusion including elaborated personal response. • Description of events are detailed and engaging. • The information is organised chronologically with clear signals to the reader about time, place and personal response. • Purpose of the recount an experience revealing the writer's perspective. 	<ul style="list-style-type: none"> • The report is well constructed and answers the readers' questions. • The writer understands the impact and thinks about the response. • Information is prioritised according to importance and a frame of response set up for the reply.

Sentences	<ul style="list-style-type: none"> Simple connectives are used to construct simple sentences e.g. and, but, then, so 	<ul style="list-style-type: none"> Subject/verb sentences e.g. He was... They were... It happened... Some modal verbs introduced e.g. would, could, should. Use simple adverbs Use simple noun phrases 	<ul style="list-style-type: none"> Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. When we arrived, the tour guide gave us a chocolate bar. 	<ul style="list-style-type: none"> Variation in sentence structures e.g. While we watched the sea lion show... Use embedded/relative clauses e.g. Penguins, which are very agile, Include adverbs to show how often Sentences build from a general idea to more specific. Use emotive language to show personal response 	<ul style="list-style-type: none"> Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. Giraffes left the enclosure. Wide range of subordinate connectives 	<ul style="list-style-type: none"> Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end. Modifiers are used to intensify or qualify Sentence length and type varied according to purpose. Fronted adverbials use to clarify writers position e.g. As a consequence of their actions... Complex noun phrases used to add detail Prepositional phrases used cleverly. e.g. In the event of a fire...
Planning and preparation	<ul style="list-style-type: none"> Plan how you will organise the way you retell the events. You could use a timeline to help you plan. Read the text through as if you don't know anything about what it is being recounted. Is it clear what happened and when? 	<ul style="list-style-type: none"> Plan how you will organise the way you retell the events. You could use a timeline to help you plan. Details are important to create a recount rather than a simple list of events in order. Try using When? Where? Who? What? Why? questions to help you plan what to include. Read the text through as if you don't know anything about what it is being recounted. Is it clear what happened and when? 	<ul style="list-style-type: none"> Details are important to create a recount rather than a simple list of events in order. Try using When? Where? Who? What? Why? questions to help you plan what to include. Decide how you will finish the recount. You'll need a definite ending, perhaps a summary or a comment on what happened (I think our school trip to the Science Museum was the best we have ever had). 			

		<ul style="list-style-type: none"> Is the style right for the genre you are using? (Technical/formal language to recount a science experiment, powerful verbs and vivid description to recount an adventure, informal, personal language to tell your friends about something funny that happened to you.) 	<ul style="list-style-type: none"> Read the text through as if you don't know anything about what it is being recounted. Is it clear what happened and when? Is the style right for the genre you are using? (Technical/formal language to recount a science experiment, powerful verbs and vivid description to recount an adventure, informal, personal language to tell your friends about something funny that happened to you.)
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Progression in Poetry at Belmont

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
What pupils will need to know by the end of the year:	<ul style="list-style-type: none"> Perform in unison, following the rhythm and keeping time Imitate and invent actions Invent impossible ideas e.g. magical wishes Observe details of first hand experiences using the senses and describe List words and phrases or use repeating pattern or line 	<ul style="list-style-type: none"> Talk about own views, the subject matter and possible meanings Comment on which words have most effect, noticing alliteration Discuss simple poetry patterns Perform individually or together; speak clearly and audibly Use actions and sound effects to add to the poem's meaning Experiment with alliteration to create humorous and 	<ul style="list-style-type: none"> Describe the effect a poem has and suggest possible interpretations Discuss the choices of words and their impact, noticing how the poet creates 'sound effects' by using alliteration, rhythm or rhyme and creates pictures using similes Explain the pattern of different simple forms Perform individually or chorally Vary volume, experimenting with 	<ul style="list-style-type: none"> Describe poem's impact and explain own interpretation by referring to the poem Comment on the use of similes and expressive language to create images, sound effects and atmosphere Discuss the poem's form and suggest the effect on the reader Vary volume, pace and use appropriate expression when performing Use actions, sound effects, musical 	<ul style="list-style-type: none"> Discuss poet's possible viewpoint, explain and justify own response and interpretation Explain the use of unusual or surprising language choices and effects, such as onomatopoeia and metaphor, commenting on how these influence meaning Explore imagery including metaphor and personification Compare different forms and describe impact 	<ul style="list-style-type: none"> Interpret poems, explaining how the poet creates shades of meaning Justify own views and explain underlying themes Explain the impact of figurative and expressive language, including metaphor Comment on poems' structures and how these influence meaning Vary pace, pitch, volume, rhythm and expression in relation to the poem's meaning and form

		<p>surprising combinations</p> <ul style="list-style-type: none"> • Make adventurous word choices to describe closely observed experiences • Create a pattern or shape on the page • Use simple repeating phrases or lines as models 	<p>expression and use pause for effect</p> <ul style="list-style-type: none"> • Use actions, voices, sound effects and musical patterns to add to a performance • Invent new similes and experiment with word play • Use powerful nouns, adjectives and verbs • Experiment with alliteration • Write free verse, borrow or create a repeating pattern 	<p>patterns and images to enhance a poem's</p> <ul style="list-style-type: none"> • Use language playfully to exaggerate or pretend • Use similes to build images and identify clichés in own writing • Use repeating pattern • Experiment with simple forms 	<ul style="list-style-type: none"> • Vary pitch, pace, volume, expression and use pauses to create impact • Use actions, sound effects, musical patterns, images and dramatic interpretation • Invent nonsense works and situations and experiment with unexpected work combinations • Use carefully observed details and apt images to bring subject matter alive; avoid cliché in own writing • Write free verse using or invent repeating patterns. Attempting different forms, including rhyme for humour 	<ul style="list-style-type: none"> • Use actions, sound effects, musical patterns, images and dramatic interpretation, varying presentations by using ICT • Use language to create surreal, surprising, amusing and inventive poetry • Use simple metaphors and personification to create poems based on real or imagined experiences • Select pattern or form to match meaning and own voice.
Vocabulary	<ul style="list-style-type: none"> • Question marks are used to denote questions (Y1) • Leaving spaces - Joining words and 	<ul style="list-style-type: none"> • Consistent use of present tense • Questions can be used to form titles • Use conjunctions e.g. so...because 	<ul style="list-style-type: none"> • Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions 	<ul style="list-style-type: none"> • Use fronted adverbials Use of paragraphs to organise ideas Create cohesion 	<ul style="list-style-type: none"> • Indicate degrees of possibility using adverbs and modal verbs Use layout devices to provide additional 	<p>Adapt degrees of formality and informality to suit the form of the explanation Create cohesion across paragraphs using a</p>

	clauses using and - Capital letters for names of people, places, days of week and the I		<ul style="list-style-type: none"> Heading and subheadings used to aid presentation 	through the use of nouns and pronouns	information and guide the reader Create cohesion within paragraphs using adverbials Relative clauses can be used to add further information Parenthesis can be used to add clarification of technical words	wider range of cohesive devices which can include adverbials The passive voice can be used
Punctuation	Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Capital letters for start of sentence, names, personal pronouns. Read words with contractions.	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists.	Introduce possessive apostrophes for plural nouns. Introduce inverted commas.	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech	Consolidate all previous learning. Brackets Dashes Colons Semi colons	Use a wide range of punctuation throughout the writing.
Planning and preparation	Write sentences by: - saying out loud what they are going to write about - composing a sentence orally before writing it - sequencing sentences to form short narratives - re-reading what they have	Develop positive attitudes towards and stamina for writing by: - writing poetry Consider what they are going to write before beginning by: - planning or saying out loud what they are going to write about -	Plan writing by: - discussing writing (forms of poems) similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas Draft and write by: - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence (line)		Plan their writing by: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary Draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and	

<p>written to check that it makes sense Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>writing down ideas and/or key words, including new vocabulary - encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: - evaluating their writing with the teacher and other pupils - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] - read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>structures - organising paragraphs (verses) around a theme Evaluate and edit by: - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency Read aloud their own writing (poem), to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>enhance meaning Evaluate and edit by: - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Punctuation		Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks.	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly.	Introduce possessive apostrophes for plural nouns. Introduce inverted commas.	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to	Consolidate all previous learning. Brackets Dashes Colons Semi colons	Use a wide range of punctuation throughout the writing.

		Capital letters for start of sentence, names, personal pronouns. Read words with contractions.	Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists.		indicate direct speech		
Handwriting	Gross & fine motor skills and patterns leading to letter formation	Beginning to join using pre-cursive handwriting style adopted by the school	Securing the joins, leading to speed and fluency using cursive handwriting style adopted by the school.	Embedding speed and fluency of cursive handwriting. At this stage pupils will be developing their own style of handwriting.			
		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0–9 • understand which letters belong to which handwriting 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined • write capital letters and digits 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined • increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch). 	<p>Pupils should be taught to write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task. 		

'families' (i.e. letters that are formed in similar ways) and to practise these.

of the correct size, orientation and relationship to one another and to lower case letters

- use spacing between words that reflects the size of the letters.

Mont

Stronger together

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